


TN-TAN
TENNESSEE TECHNICAL
ASSISTANCE NETWORK

Strengthening Preventative Classroom Management Practices to Increase Student Engagement

Part 1 | August 21, 2025
Tennessee Tiered Supports Center



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DISCLAIMER – Generative AI Tools

The State of Tennessee does not currently permit the use of Generative AI tools, such as Otter, in meetings hosted on state resources. Meetings with contractors, vendors, and subrecipients are not public meetings and may involve discussion of protected state data. Generative AI tools are not adequately regulated and are designed to train on data that is collected and may misrepresent data or release protected data to the general public. While the State supports your desire to maintain documentation of the meeting and what you learn, please respect our decision to safeguard information and do not attempt to use tools such as these. If you choose to use a tool such as this, the State will block that tool from the meeting.

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Welcome and Attendance


Introduce yourself in the chat box by sharing your:

- name,
- district, and
- position (e.g., school specialist, principal, Special Education Director).

Complete the attendance survey using the QR Code.



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Tennessee Technical Assistance Network (TN-TAN)

provides school districts, administrators, educators, and families access to free high-quality training, resources, and supports designed to improve outcomes for students with disabilities, ages 3-22. See below for more information about our areas of support.

Intensive Behavior

TRIAD at Vanderbilt University Medical Center provides technical assistance for complex behavior support needs and associated training. Supports include direct instruction for staff on behavior assessment and intervention implementation, as well as ongoing coaching to help students engage within their least restrictive environments.

Autism

TRIAD at Vanderbilt University Medical Center provides training, consultation, and coaching services designed to support educators in their classrooms and develop critical and system-wide supports to address needs specific to students with autism spectrum disorder (ASD).

RTI²-A+RTI²-B

Tennessee Tiered Supports Center assists districts and schools as they build and implement an aligned student support system. The center provides training, coaching, and resources for building an aligned framework for tiered academic and behavioral supports.

Assistive Technology

The Assistive Technology Project (ATP) assists districts and staff in building capacity to provide assistive technology supports for students with disabilities. Supports include strategic action planning, professional development, direct coaching for staff, and access to AT equipment lending libraries for assessment trials.

Secondary Transition


Transition Tennessee provides a range of services to transition stakeholders to improve in-school and post-school outcomes for transition-aged students (14-22) with disabilities. Supports include tiered technical assistance for in-school transition stakeholders and resources and services specific to educator and family needs.

Family Engagement

The Arc Tennessee partners with schools and caregivers of students with disabilities. Family Engagement provides educator training and technical assistance to schools, integrates family supports into existing school networks and strategic plans, and connects families to available services and family-friendly special education resources in order to ensure a successful school experience.

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Tennessee Tiered Supports Center



Vanderbilt University - West TN Team

Vanderbilt University - Middle TN Team

University of Tennessee, Knoxville - East TN Team



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RTI²-A + RTI²-B

RTI²-A + RTI²-B

ESSENTIAL COMPONENTS FOR ALL TIERS

1 Leadership

2 Assessment

3 Data-Based Decision Making

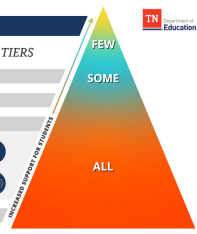
4 Instruction & Intervention

Define A

Analyze B

Evaluate D


Implement C



FEW

SOME

ALL



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Learning Objectives

- 1. Understand and identify critical features of four research-based, preventative classroom management practices: design the physical setting, develop routines, actively supervise students, and teach expectations,
- 2. Examine tools that can be used to evaluate your use of classroom management practices.
- 3. Apply new knowledge of classroom management practices during collaborative activities and develop plans to implement practices in the classroom.



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What is classroom management?

Classroom management consists of skills and practices necessary to establish and maintain an effective learning environment.



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What does effective classroom management look like?




In the meeting chat, describe what you **see** and **hear** in a well-managed classroom.




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Core Features



Preventative Practices
Implemented before challenging behavior occurs



Reactive Practices
Implemented in response to challenging behavior




Data Analysis
Informs classroom management

(US Department of Education, 2015)

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Event Focus



Preventative Practices

- Design the Physical Setting
- Develop Routines
- Actively Supervising Students
- Teach Expectations
- Pre-correct and Prompt Behavior
- Provide Opportunities to Respond
- Use Flexible Learning Groups
- Provide Specific Feedback

(US Department of Education, 2015)

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Design the Physical Setting

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Physical Space

An effective learning environment involves organizing space, individuals, and materials to promote student engagement and learning.




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Rationale


A thoughtfully designed physical setting:


- enhances academic engagement;
- improves accessibility;
- facilitates appropriate collaboration;
- fosters a sense of community, safety, and belonging; and
- decreases the likelihood of challenging behavior.





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Critical Features

**Visibility**

**Accessibility**

**Distractibility**



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Examples and Non-examples

Examples	Non-examples
The classroom facilitates the most typical instructional activities.	The classroom layout is inflexible and facilitates one type of instructional activity.
There is space between work and areas where supplies are stored.	Students have opportunities to interact near class supplies that are out of teacher view.
Posted materials support critical content and learning strategies.	The classroom is disorderly, unclean, or visually unappealing.
Materials are orderly and ready for use.	Equipment and materials are damaged or unsafe.

(Archer & Hughes, 2011; Harlacher, 2015; Hunter et al., 2015)



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Desk Arrangements

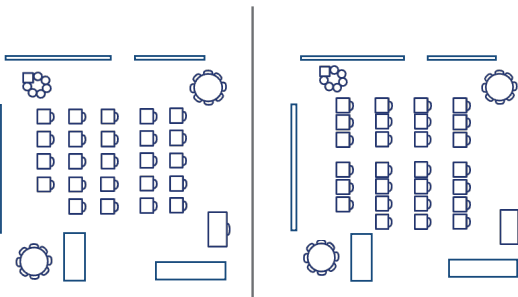
Rows	Teacher-led instruction with occasional cooperative learning.
Clusters	Frequent cooperative learning and some teacher-led instruction.
U-Shape	Class discussions and teacher-led instruction with minimal cooperative learning.

(Sprick, 2009)



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Desk Arrangement: Rows

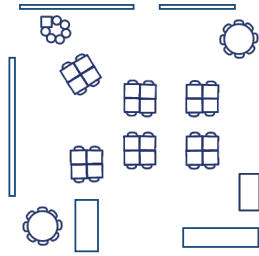


(Sprick, 2009)



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Desk Arrangement: Clusters

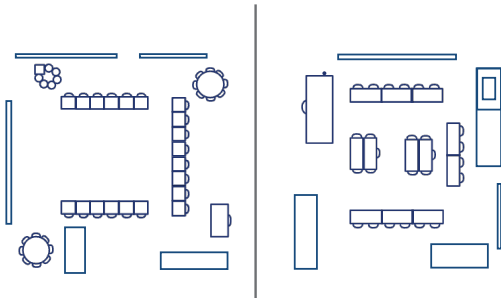


(Sprick, 2009)



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Desk Arrangement: U-Shapes



(Sprick, 2009)



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High-Traffic Areas

- High-traffic areas should be open and clear from barriers.
- Arrange the room so that students who are moving around the classroom can't distract others.
- Common, high-traffic areas include those places where students:
 - get supplies,
 - sharpen pencils,
 - turn in their homework, and
 - have small group instruction.



(Sprick, 2009, 2013)



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Classroom Visuals

- Posted materials should reflect:
 - current instructional goals,
 - rules and expectations, and
 - student progress and achievements.
- Avoid posting unnecessary materials, which may be distracting.



(Sprick, 2009, 2013)



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Materials and Organization



- Make sure that materials necessary for a lesson are readily available for teachers and students.
- Keep materials that are not necessary for the lesson organized and stored away.
- Remove unnecessary items that hinder accessibility, distract students, or pose a safety concern.

(Sprick, 2009, 2013)



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Implementation Tips

When designing your physical space, think about:

- unique characteristics of the space;
- your most common routines, activities, and tasks;
- desired instructional interactions between students;
- desired social interactions between students;
- how the space might support challenging behavior; and
- how the space can encourage desired behaviors.

(Evertson et al., 2006)

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Strategy Checkup

Physical Space Checklist

Use this checklist to determine the degree to which your classroom is ready for a structured space. For each strategy, mark your responses as "yes" or "no." If you marked "no" on more than one item, you may want to consider your classroom.

Strategy	Rating
1. Do you use all parts of the room and all the students?	Yes
2. Can students see you and materials that support instruction?	Yes
3. Can students easily enter/exist the room without blocking pathways?	Yes
4. Can you move easily and safely around the room without the interference of physical barriers?	Yes
5. Can students bring supplies and easily access the items without the interference of physical barriers?	Yes
6. Can you move and easily access materials needed for instruction?	Yes
7. Can students easily and safely access materials needed for learning?	Yes
8. Do students know when and how to get help with instructional content or equipment?	Yes
9. Does your current seating arrangement support your instructional goals?	Yes
10. Does your current seating arrangement encourage student to student interaction?	Yes
11. Does your current seating arrangement encourage collaboration that may lead to the development of student leadership?	Yes
12. Do you have enough space for the type and size of activities that you want to do?	Yes
13. Do you have enough space for the type and size of materials that you want to use?	Yes
14. Does your seating arrangement provide a comfortable temperature and natural light?	Yes

(Archer & Hughes, 2011; Evertson et al., 2021)

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Strategy Checkup Activity

1. Complete the *Physical Space* checklist.
2. Based on your responses, think of 1-2 aspects or areas of your instructional space that you would like to improve.
3. When prompted, share it in the chat.

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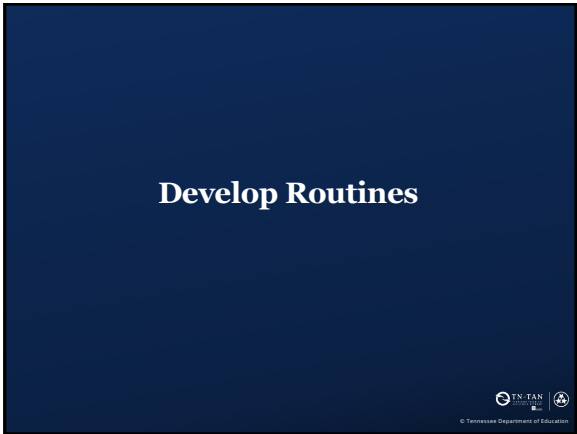
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Resources

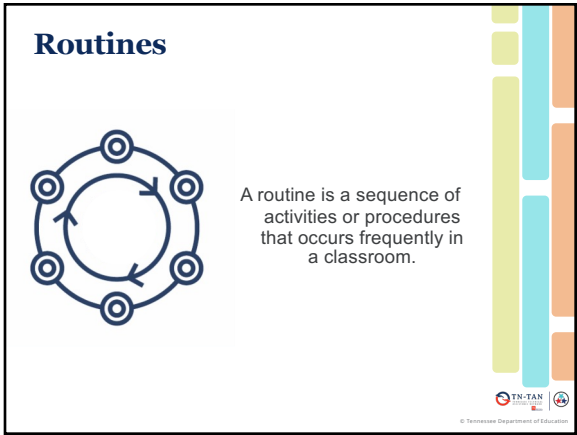
- [IRIS Module on Structured Classroom](#)
- [Classroom Layout Generator Tool](#)

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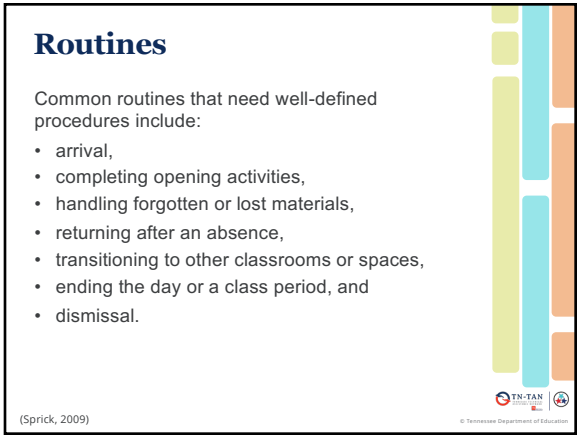
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Rationale

- Well-designed classroom routines facilitate:
 - engagement,
 - participation, and
 - positive teacher-student interactions.


(Archer, 2011; Kern & Clemens, 2007)

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Critical Features



Intentional and Empowering



Explicit



Taught and Reinforced

United States Department of Education, Office of Special Education Programs, 2015) © Tennessee Department of Education

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Example and Non-example


Entering Class

Example

- Quietly sit in your assigned seat.
- Take out your pencil and notebook.
- Begin the bell work.
- When you finish, read a book.

Non-example

"Okay everyone, let's get started."



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Example and Non-example

Getting a Laptop

Example

1. Quietly wait at your desk for your teacher to call your number.
2. Walk to the computer cart.
3. When it's your turn in line, find your laptop.
4. Gently unplug your laptop and return to your desk.

Non-example

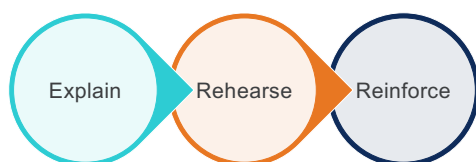
"Go get your laptop."



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Implementation Tips



(Wong & Wong, 2018)



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Strategy Checkup



Classroom Routines and Procedures Checklist	
<p>Purpose: The table below highlights common classroom routines and corresponding strategies that are used by effective teachers. The table is not intended to be a checklist of the practices or strategies that every effective teacher uses, but rather to provide the researcher to assess whether or not an effective teacher is using the relevant practices in a particular classroom.</p>	
Action	Commonly Observed Activities
<ul style="list-style-type: none"> Establishing a positive classroom environment Providing communications from home Learning to work together Learning to work independently Other 	<ul style="list-style-type: none"> Greeting students Learning to work together Learning to work independently Other
Establishing and Using Routines	Establishing Assignments
<ul style="list-style-type: none"> Establishing learning routines Establishing classroom management Using the parent/teacher binder Other 	<ul style="list-style-type: none"> Handing a paper Establishing assignments Establishing assignments Establishing assignments Other
Transferring	Ending a Class Period or Day
<ul style="list-style-type: none"> Establishing assignments Learning to work together Learning to work independently Establishing assignments Establishing assignments Establishing assignments Other 	<ul style="list-style-type: none"> Establishing assignments Establishing assignments Establishing assignments Establishing assignments Establishing assignments Establishing assignments Other
Other	Handling Unplanned Events
<ul style="list-style-type: none"> Establishing assignments Establishing assignments Establishing assignments Establishing assignments Establishing assignments Establishing assignments Other 	<ul style="list-style-type: none"> Establishing assignments Establishing assignments Establishing assignments Establishing assignments Establishing assignments Establishing assignments Other
References	
<p>Anderson, A., & Hughes, C. A. (2012). <i>Effective elementary schools and effective teaching</i>. Guilford Press.</p>	

Use this tool to assess whether you have effectively taught procedures for routine classroom activities.



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1. Review the classroom routines listed in this checklist.
2. During the group discussion, share one classroom routine that you would like to improve and explain how you will achieve this.

Classroom Routines and Procedures Checklist	
<p>Purpose: The table below highlights current classroom routines and accompanying strategies that are necessary for students' academic and social success. Use the table to assess whether you have effectively used the relevant procedures for your classroom.</p>	
Attending	<p>Classroom Opening Routines</p> <ul style="list-style-type: none"> Following classroom agreements Starting discussions Establishing classroom agreements Establishing classroom agreements <p>Classroom Closures</p> <ul style="list-style-type: none"> Establishing classroom agreements Establishing classroom agreements Establishing classroom agreements Establishing classroom agreements
Organizing and Using Materials	<p>Classroom Opening Routines</p> <ul style="list-style-type: none"> Establishing classroom agreements Establishing classroom agreements Establishing classroom agreements Establishing classroom agreements <p>Classroom Closures</p> <ul style="list-style-type: none"> Establishing classroom agreements Establishing classroom agreements Establishing classroom agreements Establishing classroom agreements
Transferring	<p>Classroom Opening Routines</p> <ul style="list-style-type: none"> Establishing classroom agreements Establishing classroom agreements Establishing classroom agreements Establishing classroom agreements <p>Classroom Closures</p> <ul style="list-style-type: none"> Establishing classroom agreements Establishing classroom agreements Establishing classroom agreements Establishing classroom agreements
Observing	<p>Classroom Opening Routines</p> <ul style="list-style-type: none"> Establishing classroom agreements Establishing classroom agreements Establishing classroom agreements Establishing classroom agreements <p>Classroom Closures</p> <ul style="list-style-type: none"> Establishing classroom agreements Establishing classroom agreements Establishing classroom agreements Establishing classroom agreements
References	<p>Anderson, A. & Hargrave, C. (2017). <i>Explicit instruction: Effective and efficient teaching</i>. Guilford Press.</p>

References
 Archer, A. L., & Hughes, C. A. (2011). Explicit instruction: Effective and efficient



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1. Identify a routine in your classroom that may not be clear or efficient.
2. Use the Classroom Routine and Procedures Tool to outline procedures for the routine.

Classroom Routine and Procedures Test

Purpose: Use this test to evaluate the procedures for a classroom routine. It is the specific classroom routine that the teacher, observing the sight of the routine, and/or the procedures that the teacher is using during the routine. Then, use the completed test to track the routine in students.


Routine – (What is the regular activity?)
Goal: – (What is the overall outcome for the activity?)
Procedure: – (What steps must students follow to achieve the desired outcome?)
1
2
3
4
5
6
7

Administrative notes
This is a pretest for the Classroom Routine and Procedures Test.
Author(s): A. B. (2015). *Designing effective classroom management: Measures Research*.



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Florida's Next Generation Sunshine State Standards
2020



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Acknowledgments
This resource is adapted from:



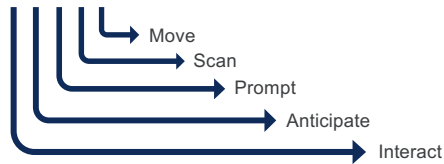
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Active Supervision

Active supervision involves **circulating, scanning, and interacting** with students to promote expected behaviors and prevent challenging behaviors.



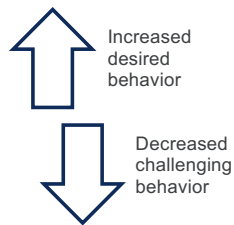
(Gage et al., 2020; Menzies et al., 2018)



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Rationale

Active supervision is an **effective** and **easy-to-implement** strategy that can be used in a variety of settings.



(Austin et al., 2023; Menzies et al., 2018)



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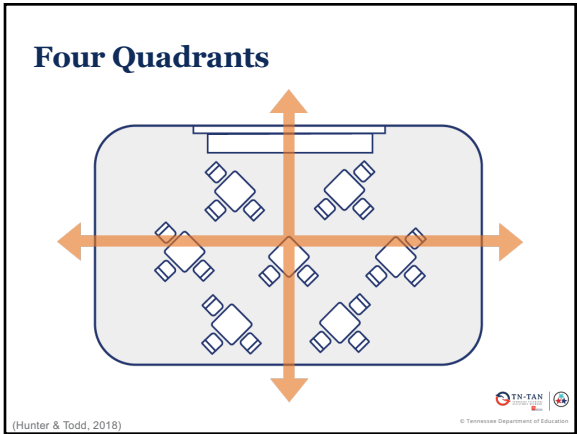
Examples and Non-examples

Examples	Non-examples
Walk around while students work independently.	Walk a predictable route.
Scan the classroom while working with small groups.	Only focus on the group you are working with.
Visit all four quadrants of the classroom.	Sit or stand where you cannot see the entire classroom.
Engage with all students equitably.	Have long talks with a student or group of students.

(Archer & Hughes, 2011; Austin et al., 2023; Hunter et al., 2017)



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Implementation Tips

- Be proactive!
- Use data to identify and target locations and times that need improvement.
- Assess students' understanding of classroom expectations.
- Set reminders, using timers, notifications or visuals, to engage in active supervision.
- Use accountability systems to ensure effective supervision.
- Use the "Four Quadrants" supervision method.

(Archer & Hughes, Austin et al., 2023; Menzies et al., 2018)

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Strategy Checkup

- Teachers can use the checklist to:
 - set goals,
 - self-reflect on their teaching practices, and
 - observe and provide feedback to colleagues.
- Administrators can use the checklist while conducting observations.



(Archer & Hughes, 2011)

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Strategy Checkup Activity



1. Watch the video demonstrating active supervision.
2. Use the checklist from the *Strategy Checkup* to determine if the teacher engaged in all critical components of active supervision.
3. After the video, share your observations with the group.




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Resources

- [Vanderbilt IRIS Center: Active Supervision Fundamental Skill Sheet](#)
- [Vanderbilt IRIS Center: Proximity Control Fundamental Skill Sheet](#)


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Teaching Expectations



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Classroom Expectations

Expectations are **general guidelines** for behavior that apply to all students and many contexts.

General

Brief


Positively Stated

Applied Broadly

Observable

Measurable

Culturally Relevant




(Hartlacher, 2015, p. 15)

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Rationale

- Consistently enforcing well-defined classroom expectations improves student behavior.
- Outcomes include increased:
 - academic engagement,
 - leadership skills,
 - conflict resolution, and
 - structure.




(see Tennessee Behavior Supports Project, 2016; US Department of Education, 2015)

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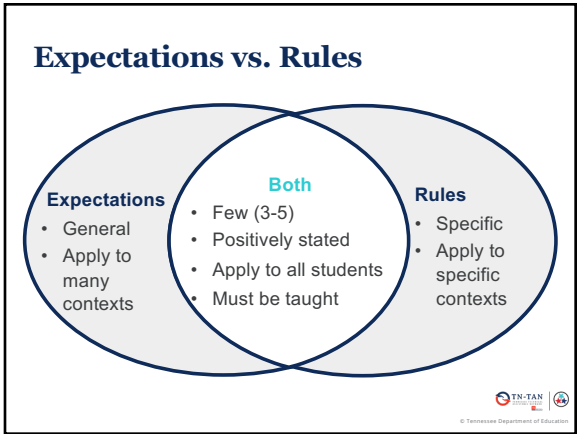
Examples and Non-examples

Examples	Non-examples
Be safe.	Have fun.
Be responsible.	Don't fight.
Be respectful.	Make friends.
Be prepared.	Take care of your things.



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Connecting Expectations and Rules

- Rules are incorporated into a behavior matrix to indicate the criteria for achieving behavior expectations.
- Rules incorporate positive and observable behaviors.
- Rules may vary by setting. Expectations are consistent across settings.

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Teaching Expectations and Rules

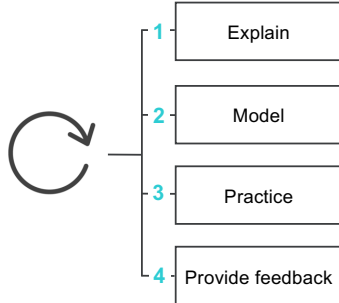
Expectation:

Real Life:

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Teaching Expectations and Rules



(adapted from Miltenberger, 2004)



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Falcon Expectations

	SAFETY	ORGANIZATION	ACHIEVING GOALS	RESPECT
Hallways	<ul style="list-style-type: none">Walk to class quickly	<ul style="list-style-type: none">Walk to the right	<ul style="list-style-type: none">Arrive on time every day	<ul style="list-style-type: none">Listen for directions
Restrooms	<ul style="list-style-type: none">Use a bathroom passWash your hands	<ul style="list-style-type: none">Clean up trash and water spills	<ul style="list-style-type: none">Use restrooms during passing period or lunch	<ul style="list-style-type: none">Clean up all trashBe polite and patient
Cafeteria / Quad	<ul style="list-style-type: none">WalkForm single-file lines	<ul style="list-style-type: none">Throw away all trashHave ID card ready	<ul style="list-style-type: none">Get food quicklyGet back to class on time	<ul style="list-style-type: none">Listen for directions
Front of Campus	<ul style="list-style-type: none">Use crosswalksLook for traffic	<ul style="list-style-type: none">Wait quietly in lineMove to assigned waiting areas	<ul style="list-style-type: none">Leave on time	<ul style="list-style-type: none">Listen for directions
Classroom	<ul style="list-style-type: none">Keep hands, feet, and objects to yourself	<ul style="list-style-type: none">Come on time, prepared, and ready to work	<ul style="list-style-type: none">Listen, follow directions, and participate	<ul style="list-style-type: none">Be truthful, polite, and work cooperatively with others
Gym	<ul style="list-style-type: none">Walk in single fileWear appropriate clothing	<ul style="list-style-type: none">Sit with your class	<ul style="list-style-type: none">Be on task	<ul style="list-style-type: none">Follow gym rulesListen for directions
Library	<ul style="list-style-type: none">Walk in single fileCheck out books with Librarian	<ul style="list-style-type: none">Use shelf markersBring your IDLeave the library clean	<ul style="list-style-type: none">Stay quietStay on taskReturn books on time	<ul style="list-style-type: none">Follow library rulesListen for directions



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PURPLE REIGN

	CLASSROOM	CAMPUS	SCHOOL EVENTS	COMMUNITY	TECHNOLOGY
R RESPECT	<ul style="list-style-type: none">Be kind to your teachers and peersListen when the teacher is speakingUse appropriate language and manner	<ul style="list-style-type: none">Respect school propertyBe polite to staff, students, and visitorsMaintain the appropriate noise level	<ul style="list-style-type: none">Treat other students, staff, and visitors with respectFollow school rules and expectationsBe a positive role model	<ul style="list-style-type: none">Be respectful to othersFollow school rules and expectationsBe a positive role model	<ul style="list-style-type: none">Respect school property and equipmentRespect opinions and cultures of othersBe responsible in a digital world
E EXCEL	<ul style="list-style-type: none">Be on time and ready to learnBe a positive role modelBe a good classroom citizen	<ul style="list-style-type: none">Participate in classroom activitiesFollow school rules and expectationsBe a positive role model	<ul style="list-style-type: none">Be a positive role modelBe a good classroom citizen	<ul style="list-style-type: none">Be a positive role modelBe a good classroom citizen	<ul style="list-style-type: none">Be a positive role modelBe a good classroom citizen
I INTEGRITY	<ul style="list-style-type: none">Be accountable for your actionsBe honest and do your own workBe a good classroom citizen	<ul style="list-style-type: none">Be accountable to yourself and othersBe a good classroom citizenBe a good classroom citizen	<ul style="list-style-type: none">Be a good classroom citizenBe a good classroom citizen	<ul style="list-style-type: none">Be a good classroom citizenBe a good classroom citizen	<ul style="list-style-type: none">Be a good classroom citizenBe a good classroom citizen
G GIVE BACK	<ul style="list-style-type: none">Help othersParticipate in school activitiesBe a positive role model	<ul style="list-style-type: none">Be a positive role modelBe a good classroom citizen	<ul style="list-style-type: none">Be a positive role modelBe a good classroom citizen	<ul style="list-style-type: none">Be a positive role modelBe a good classroom citizen	<ul style="list-style-type: none">Be a positive role modelBe a good classroom citizen
N NETWORK	<ul style="list-style-type: none">Develop relationships with othersBe a positive role model	<ul style="list-style-type: none">Be a positive role modelBe a good classroom citizen	<ul style="list-style-type: none">Be a positive role modelBe a good classroom citizen	<ul style="list-style-type: none">Be a positive role modelBe a good classroom citizen	<ul style="list-style-type: none">Be a positive role modelBe a good classroom citizen



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	Whole-Class Activities	Small-Group Activities	Independent Work	Transitions
Be Respectful	<ul style="list-style-type: none">• Raise your hand to share and wait to be called on.• Give others space.• Allow others to focus on learning.	<ul style="list-style-type: none">• Give others space.• Share materials.• Take turns.• Allow others to focus on learning.	<ul style="list-style-type: none">• Keep materials in your area.• Focus on your work.• Allow others to focus on learning.	<ul style="list-style-type: none">• Give others space.• Allow others to focus on learning.• Allow the person in front of you to go first.
Be Responsible	<ul style="list-style-type: none">• Participate in instruction.• Stay focused on the activity.	<ul style="list-style-type: none">• Stay with your group.• Contribute to assignments.• Clean up your area.• Use time wisely.	<ul style="list-style-type: none">• Stay in your seat or area.• Complete assignments on your own.• Clean up your area.• Use time wisely.	<ul style="list-style-type: none">• Ask permission to leave the class.• Go straight to your destination.
Be Safe	<ul style="list-style-type: none">• Keep your hands to yourself.• Use materials carefully.• Keep chairs on the floor.	<ul style="list-style-type: none">• Keep your hands to yourself.• Use materials carefully.• Keep chairs on the floor.	<ul style="list-style-type: none">• Keep your hands to yourself.• Use materials carefully.• Keep chairs on the floor.	<ul style="list-style-type: none">• Push in your chair.• Walk to your destination.

(Adapted from Fairbanks et al., 2008)

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	Arrival	Independent Seat Work	Group Work	Dismissal
Be Respectful	<ul style="list-style-type: none">• Give others space.• Silence personal devices.• Use kind and appropriate language.	<ul style="list-style-type: none">• Give others space.• Allow others to focus on learning.• Keep materials in your area.	<ul style="list-style-type: none">• Give others space.• Use kind and appropriate language.• Allow others to focus on learning.• Allow others to share ideas.	<ul style="list-style-type: none">• Dismiss when the teacher signals.• Give others space.• Use kind and appropriate language.
Be Responsible	<ul style="list-style-type: none">• Arrive on time.• Turn in your homework before the bell rings.	<ul style="list-style-type: none">• Stay on task.• Complete assignments on your own.	<ul style="list-style-type: none">• Stay on task.• Contribute to assignments.	<ul style="list-style-type: none">• Clean up your area.• Turn in assignments before leaving class.
Be Safe	<ul style="list-style-type: none">• Bring learning materials to class.• Keep your backpack and personal belongings in your locker.• Arrive with your student lanyard and ID visible.	<ul style="list-style-type: none">• Keep your backpack and personal belongings in your locker.• Use furniture and equipment appropriately.• Ask permission to leave the classroom.	<ul style="list-style-type: none">• Keep your backpack and personal belongings in your locker.• Use furniture and equipment appropriately.• Ask permission to leave the classroom.	<ul style="list-style-type: none">• Push in your chair.• Walk when exiting the classroom.• Allow the person in front of you to exit first.

(Sprick, 2009; US Department of Education, 2015)

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<h3>Implementation Tips</h3> <ul style="list-style-type: none">• Align classroom expectations with school-wide expectations when possible.• Collaborate with students and families to develop a classroom expectation matrix that defines expected behaviors in observable and measurable ways.• Include expectations for regular classroom activities and transitions.• Create visual reminders, such as posters and charts, that both students and teachers can reference.• Explicitly teach and model expected behaviors.
--

(Sprick, 2009; US Department of Education, 2015)

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Strategy Checkup



Evaluate your classroom expectations:

- Are there three to five?
- Are they positively stated?
- Do they apply to all students?
- Do they apply to multiple settings?
- Are they connected to observable behaviors?
- Do they consider students' cultural identities?



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Strategy Checkup Activity



1. Think about activities that occur regularly in your classroom.
2. In the chat, share an **activity** that you might include in a classroom expectation matrix and a **rule** that would apply to all students so they can "Be Safe."

Be Respectful				
Be Responsible				
Be Safe				

Example:

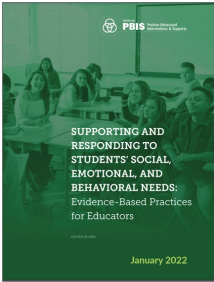
"Arrival: Place your backpack and personal belongings in your locker."



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Resource Spotlight



The resources and opinions shared have not been vetted by the TDOE and are not an endorsement on quality or content of these materials or any vendor.




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(Center on PBIS, 2022)

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Learning Objectives


1. Understand and identify critical features of four research-based preventative classroom management practices: pre-correct and prompt behavior, provide opportunities to respond, use flexible learning groups, and provide specific feedback.
2. Examine tools that can be used to evaluate your use of classroom management practices.
3. Apply new knowledge of classroom management practices during collaborative activities and develop plans to implement practices in the classroom.


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Wrap-up

- Complete the TN-TAN survey on the next slide.
- Visit tn-tan.tnedu.gov to see our upcoming events!

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TN-TAN End-of-Session Survey

Please complete the evaluation survey using the following link or scanning the QR code:



https://kusurvey.ca1.qualtrics.com/jfe/form/SV_085eZrS8l4jZl1C

Project Provider: *Tennessee TSC*

Event Title: *Classroom Management Session 1*

Learning Objectives:

1. *Understand and identify critical features of four research-based, preventative classroom management practices: design the physical setting, develop routines, actively supervise students, and teach expectations.*
2. *Examine tools that can be used to evaluate your use of classroom management practices.*
3. *Apply new knowledge of classroom management practices during collaborative activities and develop plans to implement practices in the classroom.*



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TN-TAN End of Session Survey

Please complete the evaluation survey by using the following link or scanning the QR code:

https://kusurvey.ca1.qualtrics.com/jfe/form/SV_085eZrS8l4jZl1C

Required Information:



Event Title: CM 1

Learning Objectives:

Learning Objective 1: Understand and identify critical features of four research-based, preventative classroom management practices: design the physical setting, develop routines, actively supervise students, and teach expectations.

Learning Objective 2: Examine tools that can be used to evaluate your use of classroom management practices.

Learning Objective 3: Apply new knowledge of classroom management practices during collaborative activities and develop plans to implement practices in the classroom.



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